

# Mirfield Pre-School After School Club



St Richards Vicarage, Hallmoor Road, Birmingham, B33 9QY

<b>Inspection date</b>	21 June 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children behave well and are kind and considerate to others. They are independent and enjoy taking responsibility for their play environment. For example, they help tidy away toys after activities and serve themselves at mealtimes.
- Staff ensure that children with special educational needs or disability receive the help they need to make rapid progress. They promptly identify children's needs and work closely with parents to seek specialist guidance.
- Children form warm, caring bonds with staff and each other. Staff provide a well resourced and welcoming environment where children feel safe and confident.
- Staff work closely in partnership with parents. For example, they accompany parents on school visits and offer support regarding their children's school placement.
- Children make good progress from their starting points in all areas of learning and especially with their communication and language skills. They are well motivated and keen to participate in various learning experiences.

### It is not yet outstanding because:

- At times, in their eagerness to support children's play, staff do not give them enough time to respond to their questions and think through their ideas.
- The monitoring of staff performance does not focus enough on areas for development to help raise the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- allow children more time to respond to questions, develop their thinking skills and apply their existing knowledge
- sharpen the monitoring of staff performance to focus more precisely on driving the quality of teaching to an outstanding level.

### Inspection activities

- The inspector carried out a joint observation with the pre-school manager and discussed the effectiveness of supervision and monitoring of practice.
- The inspector observed teaching and learning activities and spoke to children at appropriate times.
- The inspector held meetings with the management team. She also held discussions with other staff members about their roles and responsibilities.
- The inspector looked at evidence of self-evaluation, including the views of parents spoken to on the day of inspection.
- The inspector looked at a range of documentation which included the safeguarding policy, children's learning and assessment records and the planning of activities.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

### Inspector

Susan Rogers

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of their responsibilities and know how to keep children safe. Managers regularly seek the opinions of staff and parents to inform the robust system for evaluation of the provision. This helps develop challenging targets for further improvements. Staff establish good partnerships with parents. They regularly discuss children's progress and workshops are provided for parents to help them support children's learning at home. Close partnerships are in place with schools. For example, staff discuss with teachers the best ways to support children's developing writing skills. There are clear recruitment procedures which include checking staff's suitability to work with children. Managers meet regularly with staff and support them in developing their roles and knowledge about children's learning.

### Quality of teaching, learning and assessment is good

Assessments are used well to closely monitor children's development and ensure each child is making progress in all areas of learning. Staff use their knowledge and experience to observe and plan for the next stage in children's learning. They quickly identify gaps in learning and work effectively with parents to support children's development in those areas. The quality of teaching is good and staff interact well with children as they play. Children enjoy group sessions and staff promote children's language and communication skills. Children draw caterpillars and butterflies and form familiar letter shapes using a thin layer of sand in a tray. Some of the older children confidently write their names and recognise the names of their friends. They look at the photographs in their learning journals and recollect their activities. Staff join in during role play extending children's communication skills, but know when to give children space so that they develop their own ideas. Staff encourage children to count independently using songs and practical activities. Children use balance scales to measure and compare size and quantity.

### Personal development, behaviour and welfare are good

Children demonstrate good skills in their independence, confidently using a dustpan to sweep up soil and sand. Furthermore, they help each other to tidy away toys, working together to solve the problem of how to fit the balance scales into a box. Staff share warm and responsive relationships with children which help children to feel safe. Children benefit from nutritious, healthy meals and snacks. Their good health and physical well-being are further supported by regular outdoor play. Staff plan activities that encourage children's understanding of their own and others' cultures and traditions.

### Outcomes for children are good

All children, including those who have special educational needs, make good progress in relation to their starting points. Children benefit from a wide variety of learning opportunities and their early literacy and mathematical skills are developing well. For example, they use mathematical language, such as size and volume, freely in their play. Children learn to be independent, capable and self-assured. This helps to prepare them for their future learning and enables them to make a smooth transition to school.

## Setting details

<b>Unique reference number</b>	EY483595
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	996277
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Gail Hunt and Claire Cookson Partnership
<b>Registered person unique reference number</b>	RP910633
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0121 785 0852 07970 064 994

Mirfield Pre-School After School Club was registered in 2014. The setting employs 12 members of childcare staff. Of these, one holds appropriate early years qualification at level 6, one at level 5, six at level 3 and one at level 2. The pre-school operates from 8.30am to 6pm, Tuesday to Friday, during term time. The after-school club operates from 3.30pm to 6pm, during term time. The setting also offers a holiday play scheme which operates from 8.30am to 6pm, Monday to Friday, during all school holidays. The setting provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs or disability.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance ‘Complaints procedure: raising concerns and making complaints about Ofsted’, which is available from Ofsted’s website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

